

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS								
Pre-K/Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grades 7-8	Grades 9-12
Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 4.5,6	Benchmark 8.1,2,3,4,6	Benchmark 8.1,2,3,4,6	Benchmark 8.6	Benchmark 12.6
1. Identify conflicts, consequences, and solutions. (EU 7)	1. Identify conflicts, consequences, and solutions. (EU 7)	1. Identify conflict, consequences, and solutions. (EU 7)	1. Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (EU 2)	1. Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (EU 2)	1. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements.) (EU 2)	1. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements.) (EU 2)	1. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements; interactions among historical and modern tribal organizations, tribes and French, Spanish, English governments and traders). (EU 2-5)	1. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations, including tribal nations. (e.g., discrimination) (EU 2)
Benchmark 4.5,6								
1. Follows rules. (EU 7)								
		Benchmarks 4.5,6	Benchmarks 4.5,6:	Benchmarks 4.5,6	Benchmark 8.6	Benchmark 8.6	Benchmark 8.6	Benchmark 12.6
		2. Explain that neighborhoods may be composed of peoples from many lands.(EU 5)	2. Define the term "stereotype" and state several examples. (EU 2)	2. Recognize and cite examples of stereotypes in school, community life, and literature. (EU 2)	2. Identify stereotypes of Indian people based on perceived group characteristics, and know the misconceptions. (EU 2)	2. Understand that there are both positive and negative stereotypes, and that each carry limitations negatively impacting individual identity. (EU 2)	2. Identify origination of stereotypes, and connect these to conflict/cooperation within and among groups and nations. (EU 2-5)	2. Identify origination of stereotypes, and connect these to conflict/cooperation within and among groups and nations. (EU 2-5)
	Benchmarks 4.2,5,6	Benchmarks 4.2,5,6			Benchmark 8.1,3	Benchmark 8.1,3	Benchmark 8.1	Benchmark 12.2
	2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	3. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)			3. Describe the purpose of government and how the powers of government are acquired, maintained, and used (e. g., history and development of tribal governance, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	3. Describe the purpose of government and how the powers of government are acquired, maintained, and used (e. g., history and development of tribal governance, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	3. Describe the purpose of government and how the powers of government are acquired, maintained, and used.(e. g., history and development of tribal governance, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4, 7)	3. Compare and contrast various tribal governments, especially those of Montana. (EU 1, 4)
	Benchmarks 4.4,6,7							
	3. Identify differences between wants and needs, and how those are obtained through trade. (EU 1)		Benchmark 4.2	Benchmark 4.2	Benchmark 8.2		Benchmark 8.2	Benchmark 12.3
			3. Recognize local and tribal governments, and identify leaders. (EU 7)	3. Recognize local and tribal governments, and identify leaders. (EU 7)	4. Describe basic features of the political system in the U. S., and identify leaders from		4. Know leaders from tribal, local, state, federal and branches of federal government. (EU 4, 5, 7)	4. Identify representative political leaders, including tribal leaders--elders and those elected--

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					various levels (e.g., tribal, local, state, federal, and branches of government). (EU 1-7)		and philosophies from selected historical and contemporary settings. (EU 7)
					Benchmark 8.3	Benchmark 8.3	Benchmark 8.3
					5. Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state federal governments. (EU 1-7)	5. Identify the significance of sovereignty to indigenous groups. (EU 7)	5. Know the significance of tribal sovereignty and Montana tribal governments' relationship to local, state federal governments. (EU 1-7)
							Benchmark 12.4
							5. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments. (EU 5,7)
			Benchmark 4.3	Benchmark 4.3	Benchmark 8.4	Benchmark 8.4	Benchmark 8.4
			4. Identify major responsibilities of local and tribal governments. (EU 4, 7)	4. Identify major responsibilities of local, state, tribal, federal governments. (EU 7)	6. Identify governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security (e.g., tribal governance, constitutions, elections, terms, council structures, law enforcement Bureau of Indian Affairs, conflict management). (EU 1,4, 7)	6. Explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security (e.g., tribal governance, constitutions, elections, terms, council structures, law enforcement, Bureau of Indian Affairs, conflict management). (EU 1-7)	6. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security (e.g., tribal governance, constitutions, elections, terms, council structures, law enforcement, Bureau of Indian Affairs, conflict management). (EU 1-7)
							Benchmark 12.5a
							6.a. Analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society. (EU 1, 4, 7)
					Benchmark 8.5	Benchmark 8.5	Benchmark 8.5
					7. Identify basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of laws, majority rule, acts, treaties trade agreements. (EU 4-7)	7. Compare tribal governments to U.S. Democracy (EU 4,7)	7. Explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of laws majority rule, acts, treaties trade agreements. (EU 4-5)
							Benchmark 12.5b
							6.b. Analyze the impact of the constitution, laws court decisions and sovereign powers on the rights and responsibilities of citizens. (EU 4, 5, 7)
					Benchmark 8.7	Benchmark 8.7	Benchmark 8.7
					8. Identify solutions for problems that arise from technological advances (e.g., effects of introducing the horse, modern weapons, beads,	8. Explain the need for laws and policies governing technology and identify solutions to problems that arise from technological advancements (e.g., effects	7. Identify laws and policies governing technology and research solutions to problems that arise from technological advancements (e.g., effects
							Benchmark 12.7
							7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society as they specifically relate



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					non-native food and plants, allotment issues, value systems; land resource disputes, mining, oil/coal, water, wind farms, ranching). (EU 1-7)	of introducing horses, modern weapons, beads, non-native food/plants; allotment issues and value systems; land resource disputes, mining, oil/coal, water, wind farms, ranching). (EU 1-7)	of introducing horses, modern weapons, beads, non-native food/plants; allotment issues and value systems; land resource disputes, mining, oil/coal, water, wind farms, ranching). (EU 1-7)	to Montana American Indians. (EU 1-7)